

# **WELCOME**

**Lane Middle School**

4901 Vance Ave

Fort Wayne, IN 46815

260-467-4400

Jennifer Mable, Principal



**Ready, Respectful, Responsible**

# Presenters

**Jennifer Mable, Principal**

**Rachel Achenbach: 8<sup>th</sup> Grade LA**

**Ramona Coleman: 6<sup>th</sup> Grade LA & Social Studies**

**Lee Murphy: Special Education 6<sup>th</sup>-8<sup>th</sup>**

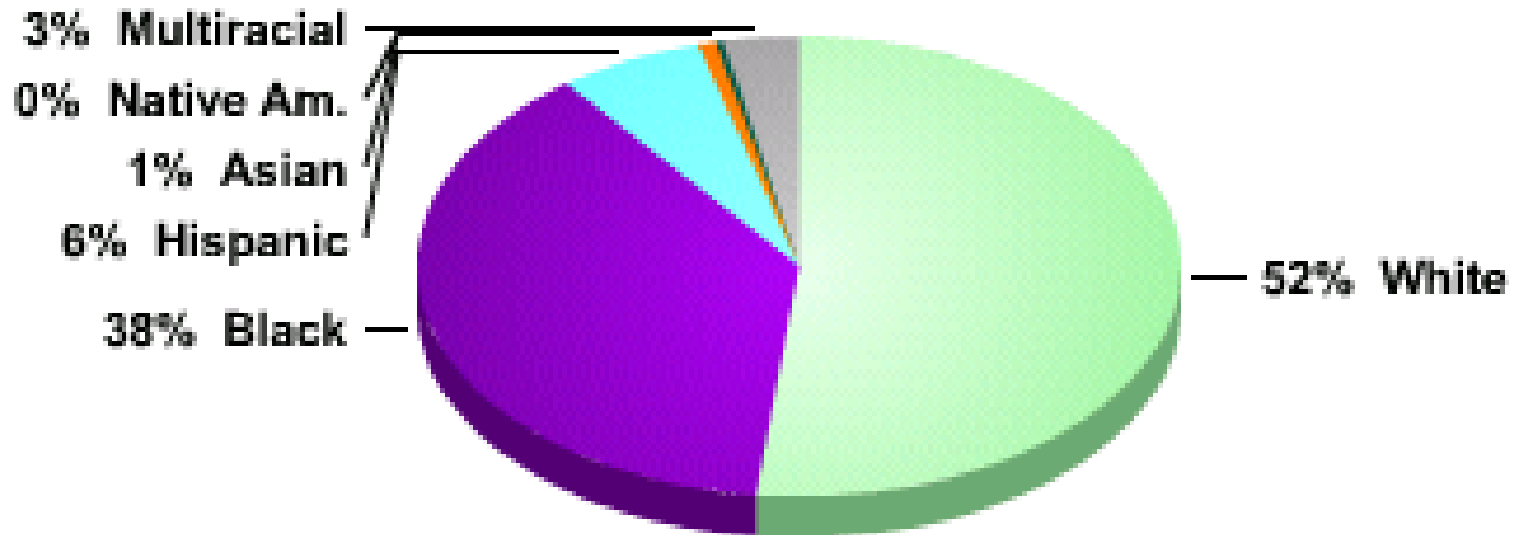
**Cassandra Perry: Instructional Interventionist**



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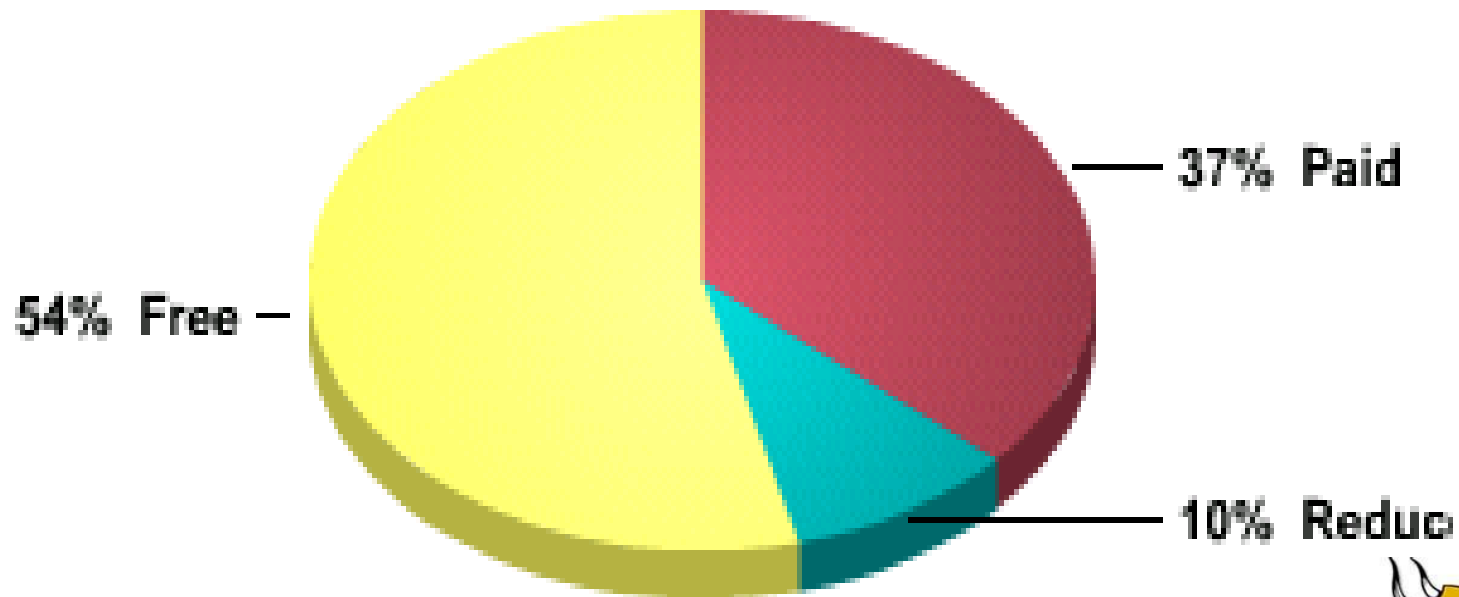
# Demographics

## Ethnicity 2008-09



# Demographics

**Free Lunch 2008-09**



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# Demographics



Lane Middle School, 0126

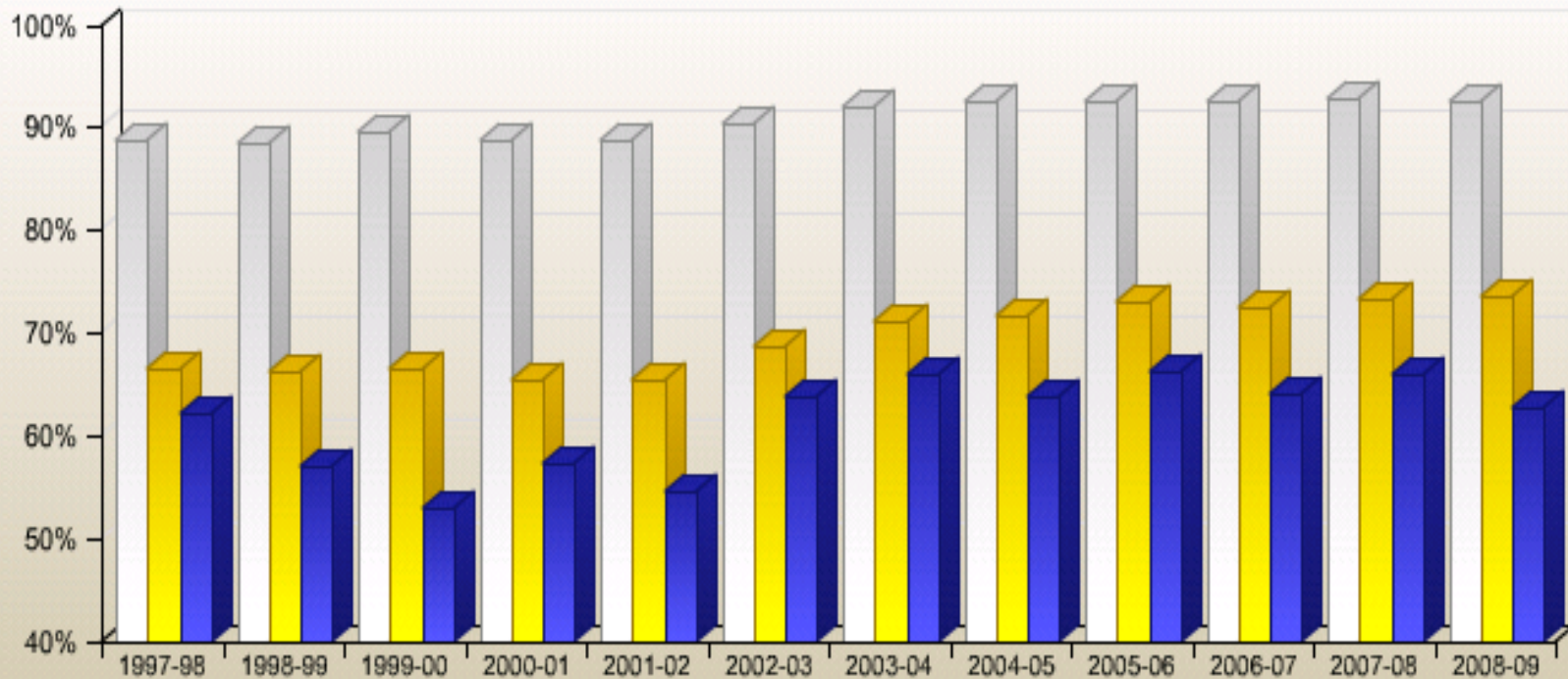
Indiana

ISTEP Avg Pct Pass - All Tested Grades E/LA and Math

95th Percentile

State Average

Lane Middle School



Line Graph ☐ Bar Graph ☒

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# Demographics

## Percent Passing ISTEP for Grades Tested at Lane Middle School

Year Tested	Grade	English/LA	Math
2006-07 (Fall 2006)	6	60	74
2006-07 (Fall 2006)	7	57	73
2006-07 (Fall 2006)	8	58	62
2007-08 (Fall 2007)	6	60	72
2007-08 (Fall 2007)	7	65	75
2007-08 (Fall 2007)	8	60	64
2008-09 (Fall 2008)	6	58	70
2008-09 (Fall 2008)	7	58	70
2008-09 (Fall 2008)	8	59	61



# Brain Based Research



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# Assessment & Progress Monitoring



**Criterion.**



The *Criterion* service is used as an instructional learning tool in schools, colleges and universities worldwide to help students practice writing,”

The *Criterion* service is a web-based instructional tool that helps students in grades 4th through college.

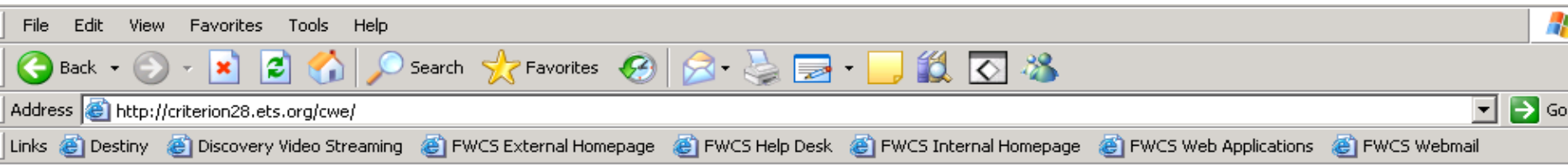
Students work independently to plan, write and revise their essays, and then submit them for immediate annotated diagnostic feedback.

The *Criterion* service provides multiple basic elements of writing and a holistic score so that students can quickly review the feedback, revise their essays and resubmit them for further feedback.





# Assessment & Progress Monitoring



## Welcome to *Criterion*<sup>SM</sup> Online Writing Evaluation Service

### Important Outage Announcement

On **Monday, May 4th** from **11:00 p.m. to 11:15 p.m. Eastern time** and on  
**Tuesday, May 5th** from **11:00 p.m. to 11:15 p.m. Eastern time**  
the *Criterion* service will be briefly unavailable due to scheduled maintenance.

**Students** --- we strongly recommend that you click on <Save and Finish Later> and  
log out of

*Criterion* prior to the brief outage times in order to avoid losing any work in  
progress.

Please remember that you may type essays in Word and cut and paste the essay  
into *Criterion* when the system is available again.

[Go to Criterion Student Website](#)

[Go to Criterion Instructor Website](#)

[Go to Criterion Administrator Website](#)

[Criterion News](#)



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Student: **cassandra sutton**  
ColemanLA612008

**The Weirdest Day Ever**  
Submitted February 18, 2009, 09:48:57 AM EST

## Score Analysis Menu

[Printer-Friendly Version](#) | [Writer's Handbook](#) | [Help](#)

Roll over any **I** symbol if it appears in the essay to display the instructor note.

### ► View Your Essay

**View Holistic Summary:**  
Score 5 out of 6

[View Scoring Guide](#)

### [View Question](#)

### Essay

My weirdest day ever happened on a hot summer day at my grandpas house. I was sitting in my grandpa's steamy hot garage, with my Aunt Carissa, Uncle Matt, and mischievous cousins Jacob, Mathew, and Luke! I had spent the night at my grandpa's house the night before. MY cousins house was right across the street. Everyone decided to take turns on the dirt bikes and go-karts. It all seemed exceptionally thrilling, and fun. Anyways my day was weird because, I learned how to ride a dirt bike, I accidentally did an extraordinary wheelie on it, and then I raced to see two ginormous turtles.

I learned how to ride a dirt bike just because it looked exciting. My grandfather had two exquisitely amazing dirt bikes. One was big and the other was smaller. I learned on the bigger one so that my grandpa could sit on the back of it with me. It was basically really simple if you knew how to work it. "Make sure you do not hit the back break, its for advanced riders, because it will do wheelie and flip you off of it" stated my grandpa.

Well there's grandpa john and I riding around his yard. I am starting to get a little bit faster every minute. I am going around a turn and suddenly my foot hits the forbidden back break! We did the biggest wheelie I have ever seen, let alone done! Luckily I did not get flung off, because my grandpa was on the back with me. He started chuckling, and then he restated "make sure you do not hit the back break". I asked, "is that why you rode on the back?" He just smiled at me then chuckled again, at the look on my face. Now whenever I ride the dirt bike, I keep my foot well away from the back break.

### Comments

[Create a comment](#) about this essay.

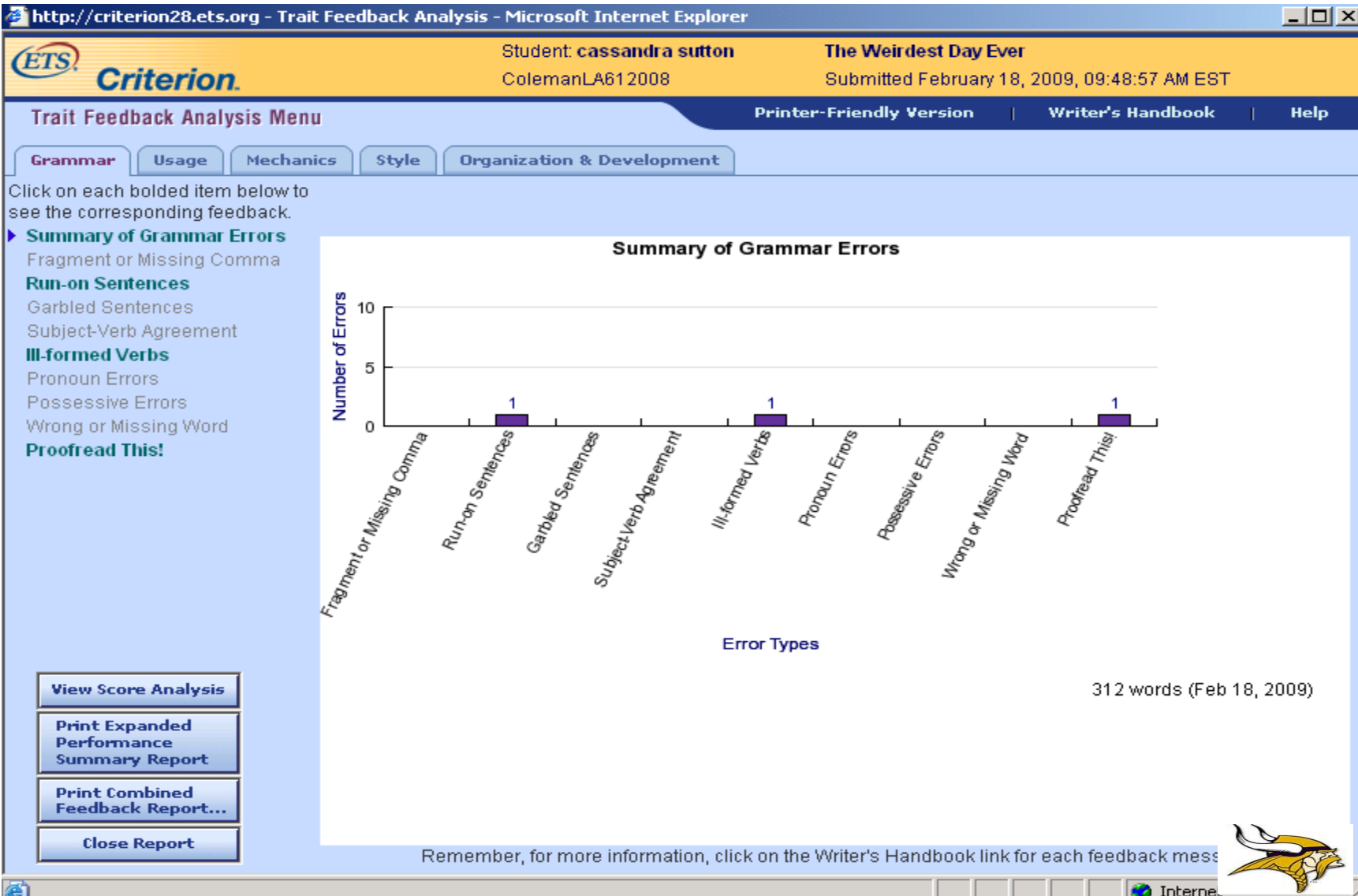


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[Close Report](#)

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# Assessment & Progress Monitoring



# Assessment & Progress Monitoring

http://criterion28.ets.org - Trait Feedback Analysis - Microsoft Internet Explorer

**ETS Criterion** Student: **cassandra sutton** The Weirdest Day Ever  
ColemanLA612008 Submitted February 18, 2009, 09:48:57 AM EST

**Trait Feedback Analysis Menu** [Printer-Friendly Version](#) | [Writer's Handbook](#) | [Help](#)

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[Thesis Statement](#)  
[Main Ideas](#)  
[Supporting Ideas](#)  
[Conclusion](#)

☐ Show individual elements  
☒ Show all elements

[View Question](#)

Use the color key on the left to identify each element in your essay. To view elements one by one, select Show Individual Elements.

My weirdest day ever happened on a hot summer day at my grandpas house. I was sitting in my grandpa's steamy hot garage, with my Aunt Carissa, Uncle Matt, and mischievous cousins Jacob, Mathew, and Luke. I had spent the night at my grandpa's house the night before. MY cousins house was right across the street. Everyone decided to take turns on the dirt bikes and go-karts. It all seemed exceptionally thrilling, and fun. Anyways my day was weird because, I learned how to ride a dirt bike, I accidentally did an extraordinary wheelie on it, and then I raced to see two ginormous turtles.

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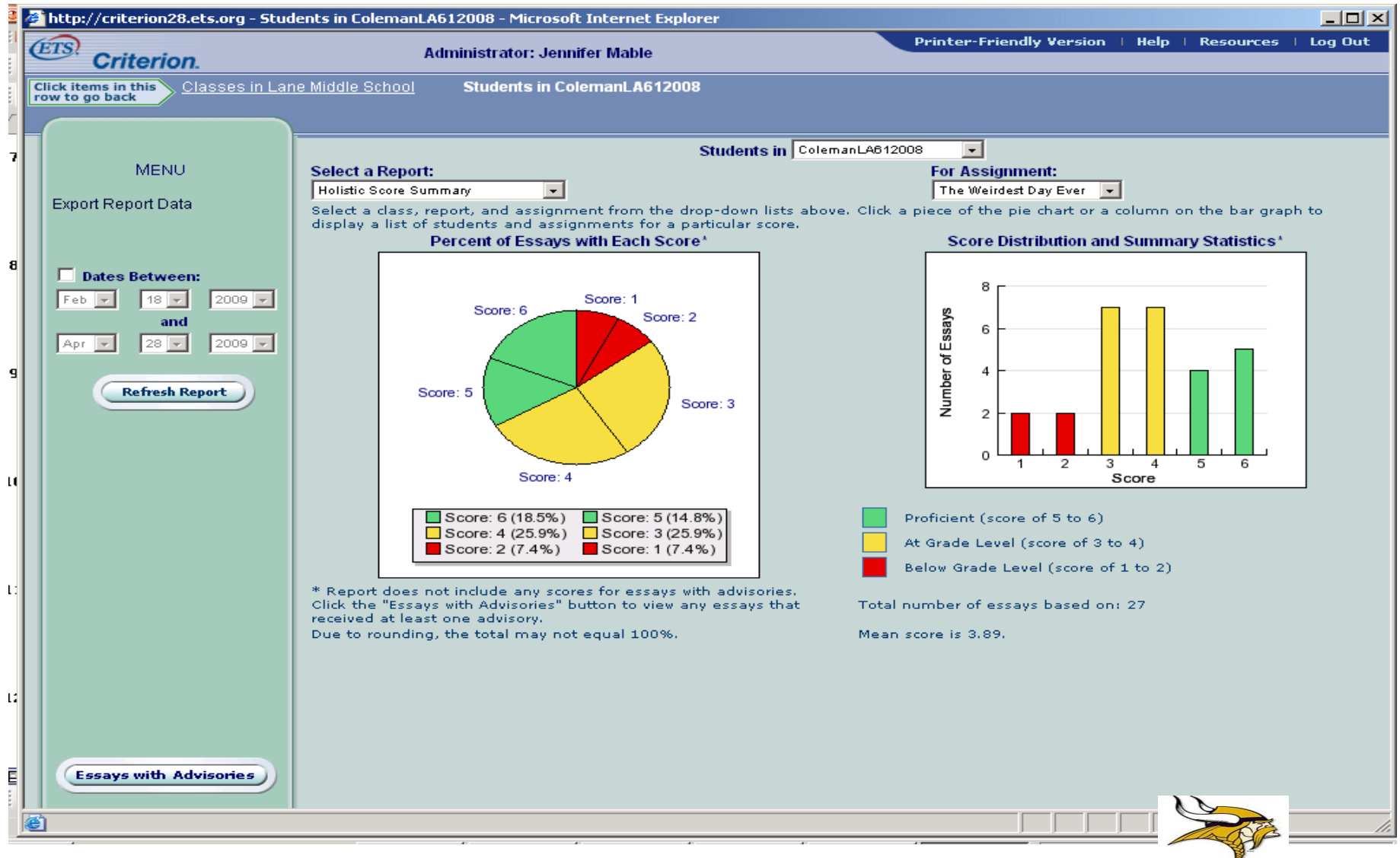
Well there's grandpa john and I riding around his yard. I am starting to get a little bit faster every minute. I am going around a turn and suddenly my foot hits the forbidden back break. We did the biggest wheelie I have ever seen, let alone done. Luckily I did not get flung off, because my grandpa was on the back with me. He started chuckling, and then he restated "make sure you do not hit the back break". I asked, "is that why you rode on the back?" He just smiled at me then chuckled again, at the look on my face. Now whenever I ride the dirt bike, I keep my foot well away from the back break.

[View Score Analysis](#)  
[Print Expanded Performance Summary Report](#)  
[Print Combined Feedback Report...](#)  
[Close Report](#)

Remember, for more information, click on the Writer's Handbook link for each feedback

Done Internet

# Assessment & Progress Monitoring



# Assessment & Progress Monitoring



*Dynamic Indicators of Basic Early Literacy Skills*



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# Lane Middle School uses DIBELS three times per year

## 1. Screening – Aug/Sept

- Taken individually by all 6<sup>th</sup> grade students
- Identifies those who are not meeting a benchmark score

## 2. Progress Monitoring – Jan.

- Taken individually by all 6th grade students
- Identifies those not meeting a benchmark score

## 3. Outcomes/Progress Monitoring – May

Taken individually by all 6th grade students



# Assessment & Progress Monitoring

## The Robin's Nest

There was a robin's nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

## DIBELS Oral Reading Fluency

*Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin.*





# Assessment & Progress Monitoring

## 6<sup>th</sup> Grade DIBELS Benchmarks

ORF	Fall	Winter	Spring
At Risk Intense Intervention	<b>at risk 0-82</b> <b>*<u>cwpm</u></b>	<b>0-98</b> <b>deficit</b>	<b>0-103</b>
Some Risk Supplemental Instruction	<b>83-108</b> <b>some risk</b>	<b>99-119</b> <b>emerging</b>	<b>104-124</b>
Low Risk core program	<b>&gt; 109</b> <b>low risk</b>	<b>&gt;120</b> <b>established</b>	<b>&gt;125</b>

•cwpm=correct words per minute

•RTF=Retell Fluency 25% of ORF=Oral Reading Fluency



# **The Six Minute - Fluency Solution: A Reading Fluency Program**

Gail N. Adams, M. Ed.  
Sharon M. Brown ,M.A., M.S.



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# Assessment & Progress Monitoring

0           The Pacific Coast region is in the western United States. There are  
12       five states in this region. California, Oregon, and Washington are three  
23       of the states. They are also part of the continental United States. In fact,  
37       these adjoining states share a common coastline. They have two natural  
48       borders: the Pacific Ocean on the west and mountain ranges on the east.

61           The other two Pacific Coast states, Alaska and Hawaii, are separate.  
72       Alaska is a large peninsula in the far northwest corner of North America.  
85       It is completely separated from the continental United States by Canada.  
96       Hawaii is a chain of islands halfway across the Pacific Ocean.

107          Unlike states in the other United States regions, the Pacific Coast  
118       states are vastly different from one another. One big difference is in  
130       their geography. For example, Hawaii's lush tropical islands are in direct  
141       contrast to Alaska's frozen tundra and vast wilderness. The three other  
152       Pacific Coast states have striking, but different, landscapes. Another  
161       difference can be found in the residents. The region is home to a richly  
175       diverse population. In California, for example, Hispanics, Asians, and  
184       African Americans make up almost half of the population. One-sixth  
195       of the population of Alaska are Eskimos or Native American people. In  
207       Hawaii, there are many people of Asian and indigenous descent.

217          The Pacific Coast region is rich in natural resources. California  
227       grows much of the country's fruits and vegetables. Most of the timber in  
240       the United States comes from Washington and Oregon. Alaska has natural  
251       oil and gas. Hawaii grows much of the world's sugar cane and pineapple.  
264       Much diversity and many natural treasures can be found in the Pacific  
276       Coast region.

278



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## Pacific Coast: The Last Frontier

PRACTICE PASSAGE 882

0 The Pacific Coast region is in the western United States. There are  
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278

Total Words Read 191  
- Errors 6  
= CWPM 185  
Practice Passage 185



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[illegible]

Name: Candy

Partner's Name: Greg

Passage #	Week 1	Week 1	Week 1	Week 1	Week 2	Week 2	Week 2	Week 2
CWPM								
220								
215								
210								
205								
200								
195								
190								
185								
180								
175								
170								
165								
160								
155								
150								
145								
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25								
20								
CWPM	Tues.	Wed.	Thurs.	Fri.	Tues.	Wed.	Thurs.	Fri.



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## Brain Based Research



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## Can You Read It?

"Aoccdrnig to rscheearch at Txes M&A  
Uinervtisy, it deosn't mttar in waht oredr the  
ltteers in a wrod are, the olny iprmoetnt tihng is  
taht the frist and lsat ltteer be in the rghit pclae.  
The rset can be a total mses and you can sitll  
raed it wouthit a porbelm. Tihs is bcuseae the  
huamn mnid deos not raed ervey lteter by istlef,  
but the wrod as a wlohe." (Anonymous)



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276 Coast region.

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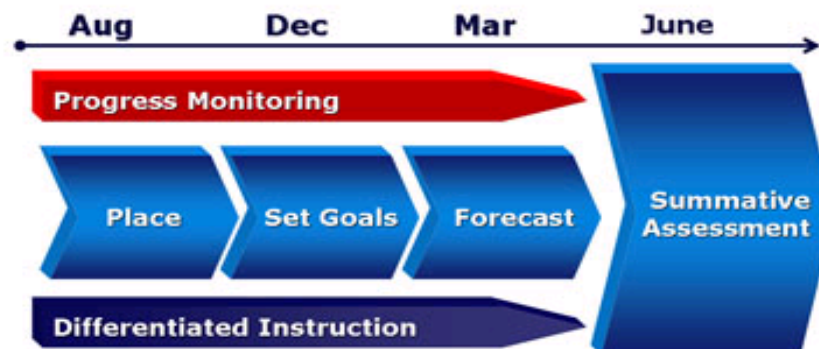


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## Scholastic Reading Inventory

### The Best Choice For Monitoring Reading Progress Grades 1-12

The need for concrete, reliable information on all students' reading progress has never been greater. With the validated testing and accurate reporting on students' reading comprehension development, SRI is the best choice for your implementation of a Response to Intervention Framework (RTI), and your annual progress reports on yearly gains.



**Scholastic Reading Inventory (SRI) Enterprise Edition** provides immediate, actionable data on students' reading levels and growth over time to help educators differentiate instruction and make meaningful interventions.



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**Scholastic Reading Inventory** is the fast and accurate way to assess student reading levels and monitor reading progress. SRI will help you identify struggling readers, plan for instruction, gauge the effectiveness of your curriculum, and demonstrate accountability.

With the validated testing and accurate reporting on students' reading comprehension development, SRI is the best choice for your implementation of a Response to Intervention Framework (RTI), and your annual progress reports on yearly gains.



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## Proficiency Summary Report



Time Period: 08/18/08 - 06/03/09

Apply Demographic Filter: Off

Using This Report

Related Reports

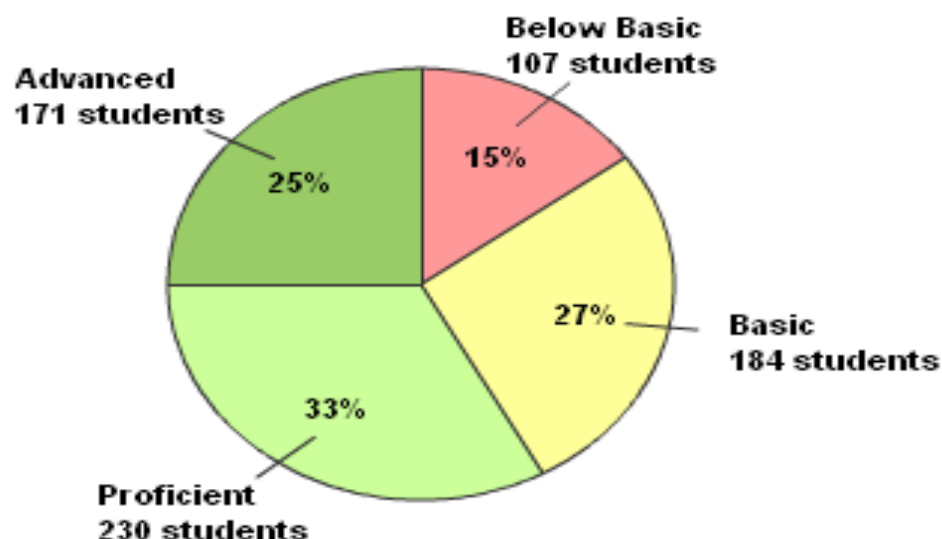
Save a Copy (PDF)

Print Preview (PDF)

**Total Students: 692**



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Performance Standard	Number of Students	Percent of Students
Advanced	171	25%
Proficient	230	33%
Basic	184	27%
Below Basic	107	15%

### YEAR-END PROFICIENCY LEXILE® RANGES


GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

# Assessment & Progress Monitoring



## Motivate Readers

### Measure Success • Meet AYP Goals



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**Scholastic Reading Counts! introduces a simple and easy way for schools to purchase and implement quizzes! The new Scholastic Reading Counts! features a subscription-based model that provides**

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# Assessment & Progress Monitoring

## Check Point



- Frequent monitoring of students
  - Data Wall
- Scholastic Reading Inventory (SRI)
- Testing performed weekly for small and purposeful adjustment
  - 6 Minute Fluency
  - DIBELS
  - Fine tune student reading levels
- Criterion
- SRI reports
  - Link reading and Lexiles
- Scholastic Reading Counts! Reports



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# Brain Based Research



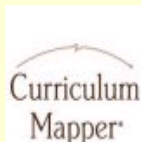
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# Curriculum Instruction Interventions & Extensions



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PLA  
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## WELCOME TO CURRICULUM MAPPER®.

[?](#)

You are currently logged in as Cassandra Perry with Lane Middle School

### Note From Jennifer Mable

March Maps are due April 6th. We will have collaboration the week of April 6-10 to discuss maps and the SIP checklist. Please focus on your essential questions.

### Welcome to Curriculum Mapper version 12.0

**Differentiated curriculum improvement is attainable, with the right vision, with the right process, and with the right collaboration**

Are you having success with your Curriculum Improvement Process? Share your curriculum mapping, curriculum improvement, standards-based grading, and student improvement success stories with us. You might be featured as a "Mile marker" in an upcoming Weekly Road Map to Curriculum Success. E-mail your stories, your data, etc. to [SuccessStories@clihome.com](mailto:SuccessStories@clihome.com).

Please feel comfortable contacting us. Together, we can help formulate, or update, your curriculum improvement process.

We hope you have a great experience using Curriculum Mapper! If you have questions or comments, please call 800-455-7060 or click "Feedback / Technical Support" at the bottom of any page.

Technical support is available at no cost to all registered users from 8:00 AM CST until 9:00 PM CST Monday - Friday.



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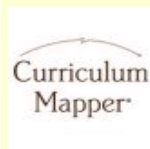
# Curriculum Instruction Interventions & Extensions

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[View Course Description](#)

## LANG ARTS:8



School: [Lane Middle School](#)

Teacher: Achenbach, Rachel

Email: [Rachel.Achenbach@fwcs.k12.in.us](mailto:Rachel.Achenbach@fwcs.k12.in.us)

Course #: LA2810

Grade Level: 8

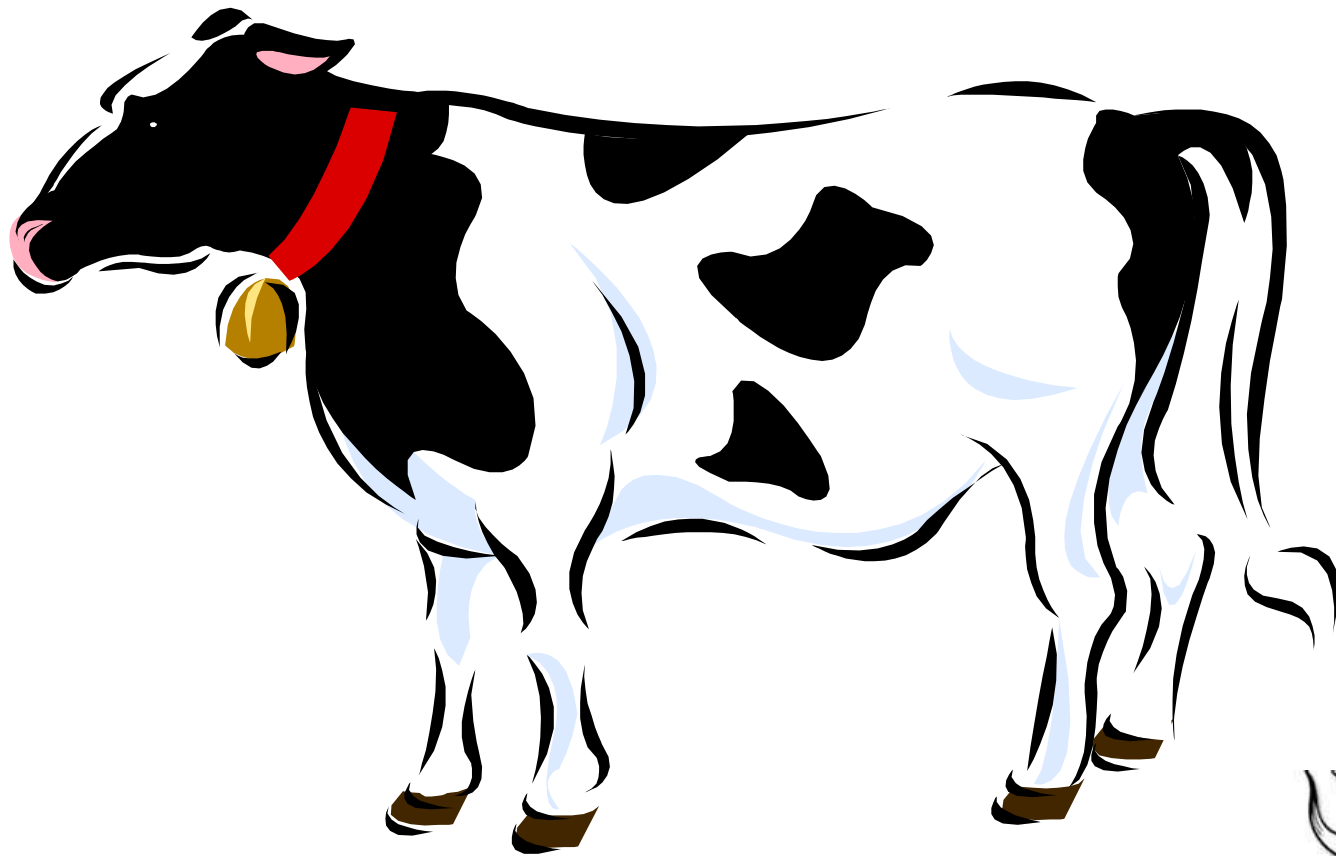
MONTH/YEAR	CONTENT / ESSENTIAL QUESTIONS	SKILLS / STANDARDS	ASSESSMENT	RESOURCES
August 2008	<p><b>The world of fictional literature is illuminated by literary devices such as points of view, figurative language, and symbolism.</b></p> <p><b>Core Standards Document</b> </p> <p><b>A. READING/LITERATURE</b> A. How do I best prepare for Fall testing?</p> <p><b>B. VOCABULARY</b> B.1 What information do I need to understand the terms metaphor, similes, idiom and analogy? B.2 What is the meaning of figurative language? B.3 When is figurative language used? B.4 How is figurative language used?</p>	<p><b>A. READING/LITERATURE</b>  &lt; teacher help -Annotated Quarter 1 Standards and Skills</p> <p>A.1 Fall Testing Preparation</p> <p><b>B. VOCABULARY</b> B.1 Analyze metaphors, similes, and idioms to determine their figurative meanings from a poem and short stories. <b>**8.1.1  Core Standard 1</b> B.2 Identify and analyze analogies for the meaning they bring to the selection by reading a nonfiction selection that contains analogies. <b>**8.1.1  Core Standard 1</b> B.3 Identify context clues to identify meaning of words <b>**8.1.3  Core Standard 1</b> B.4 Verify word definitions to confirm its meaning in its</p>	<p>District Assessments: SRI 8/20-9/5 ISTEP+ 9/15-9/26 Acuity English Diag.#1 10/10-10/24 - with writing prompt</p> <p><b>McDougal Littell ISTEP+ Resources</b> <a href="http://www.classzone.com">www.classzone.com</a> <b>Standards Lesson File</b> <b>Indiana Essential Course of Study p. T14-T15</b></p> <p><b>ISTEP+ Skills in the Margin of Text TE - Front Section:</b> <b>Embedded Assessment Practice</b> <b>Preparing for the ISTEP+ ISTEP+ Strategies/Preparation</b> <b>Assessment Practice Locator p. IN 36</b></p> <p><b>Each Unit - Standards</b> <b>SkillsTrace starting p. 21A</b></p> <p><b>Writing Workshop</b></p> <p><b>Test-Taking Handbook - blue border in</b></p>	<p><b>A. READING/LITERATURE</b> <b>Stories from the text that align with Quarter 1 Standards.</b> </p> <p>A.1 McDougal/Littell Text - found at the bottom of the "Before Reading" page of each selection. A.2 McDougal/Littell Resource Books -</p> <ul style="list-style-type: none"> <li>Unit Resource Managers</li> <li>Standards Lesson File: Targeted Instruction for Indiana Standards</li> <li>Indiana Lesson Plans Book</li> <li>Assessment File/Unit and Benchmark Tests</li> <li>Interactive Reader &amp; Writer</li> <li>Best Practices Toolkit</li> <li>Teacher Textbook                             <ul style="list-style-type: none"> <li> McDougal/Littell pages/Resources that support ISTEP+ strategies and test preparation</li> </ul> </li> </ul> <p>A.3 McD/L Software</p>



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Responsible

# Curriculum Instruction

## Interventions & Extensions



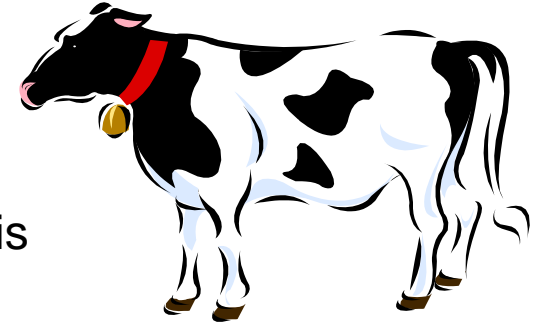
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# Curriculum Instruction Interventions & Extensions

6th Grade Language Arts

**October**

Curriculum On the Wall



In my reading, writing, listening, and speaking, the goal is **communication.**

## Reading

6.1.1 I read aloud both nonfiction and fiction material, including poetry.

I choose material that is within my Lexile range, and my oral reading sounds like speaking in a conversation.

6.1.2 I cite the text to show problems with an author's use of:

Figures of speech.

Logic.

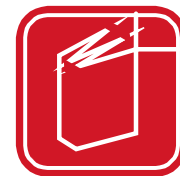
Reasoning (assumption and choice of facts or evidence).



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# Curriculum Instruction

## Interventions & Extensions



Name \_\_\_\_\_ Teacher \_\_\_\_\_

**After reading your weekly passage, retell what you have read remembering as many details as you can. Please write in complete sentences.**

Week: \_\_\_\_\_ Passage # \_\_\_\_\_

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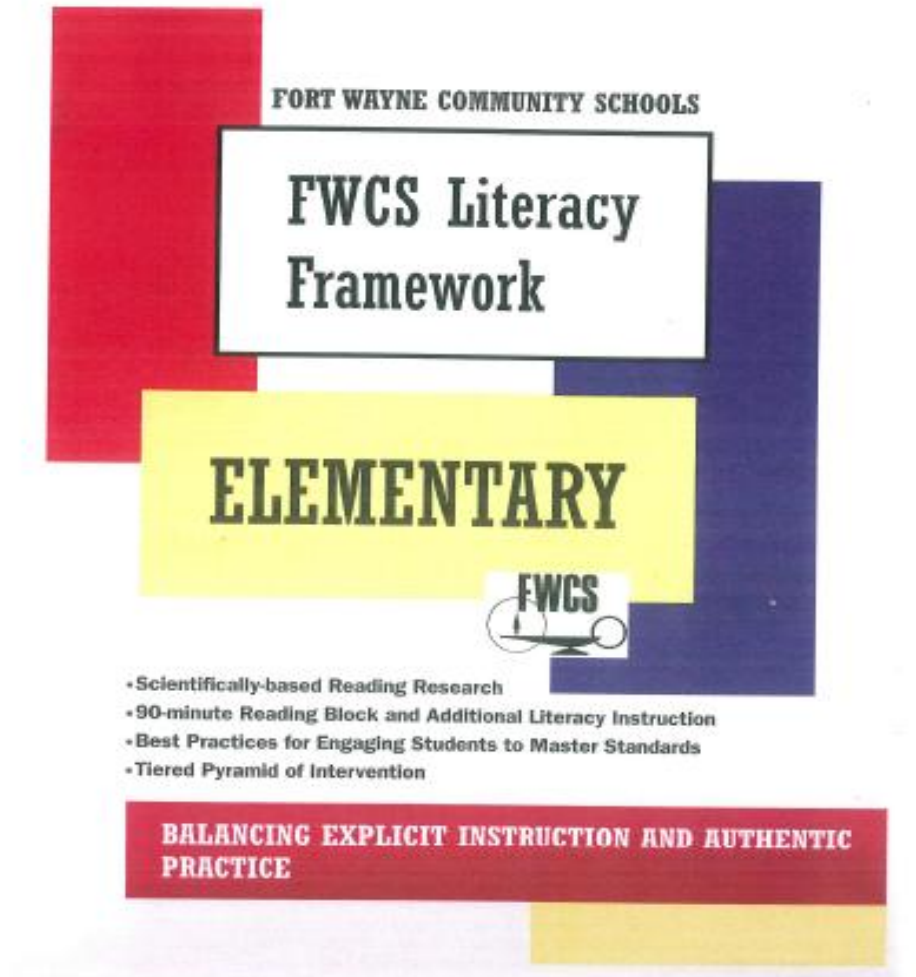
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# Curriculum Instruction Interventions & Extensions



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# Curriculum Instruction Interventions & Extensions

*Secondary  
Comprehensive  
Literacy  
Model*



FORT WAYNE COMMUNITY SCHOOLS



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# Curriculum Instruction Interventions & Extensions

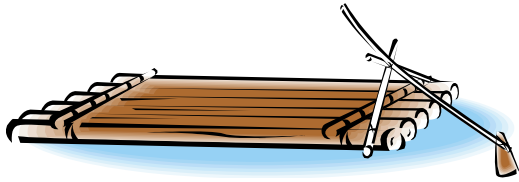


## *What is it?*

### This is a great strategy that:

- integrates reading and writing in a non-traditional way.
- take what students have read and create a new product
  - illustrates their depth of understanding
- can be used with fiction or nonfiction texts
- incredibly flexible and offers limitless opportunities for creativity





# RAFT

When you are first using a “RAFT” with your students, you will develop the specifics for each element in the acronym; they are as follows:

**Role:** In developing the final product, what role will the students need to “take on”? Writer? Character (in the novel)? Artist? Politician? Scientist?

**Audience:** Who should the students consider as the audience for the product? Other students? Parents? Local community? School board? Other characters in the text?

**Format:** What is the best product that will demonstrate the students’ in-depth understanding of their interactions with the text? A writing task? Art work? Action plan? Project?

**Topic:** This is the *when*, *who*, or *what* that will be the focus/subject of the final product. Will it take place in the same time period as the novel? Who will be the main focus of the product? What event will constitute the centerpiece of the action?



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# Curriculum Instruction

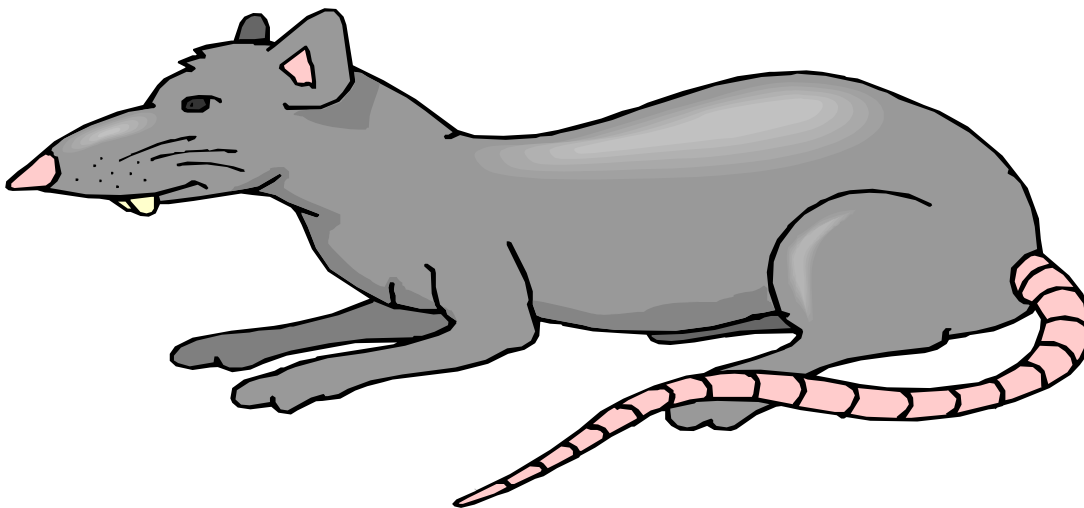
## Interventions & Extensions

### RATT

**RESTATE** the question

**ANSWER** the question

**TIE** the answer to the **TEXT**



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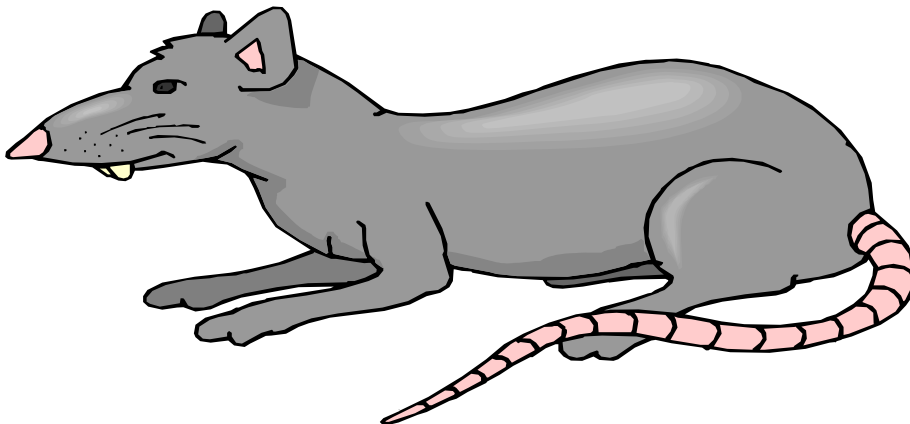
# Curriculum Instruction

## Interventions & Extensions

RATT

RATTTO

(Or to be mathematical, RATT3O) Let's give it a shot.



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# Brain Based Research



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# Cultural Responsivity



Burma



Czech



France



Italy



Denmark



Vietnam



Germany



South Africa



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# Cultural Responsivity

You're  
Invited!



Dialogue  
with  
Diva's

## Dialogue with Diva's

\_\_\_\_\_,  
*You have been selected to  
attend the Dialogue with Diva's  
session hosted by Ms. Mable  
and Mrs. Perry with guest  
appearances of current students.*

*These sessions will be geared  
towards your individual  
interests and concerns and  
open to your suggestions to help  
you have a successful Middle  
School experience.*



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# Brain Based Research



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# Data-Based Decision Making

The McGraw-Hill Companies



(Currently School Administrator in Lane Middle School )

[Home](#)

[Help](#)

[Contact Us](#)

[Logout](#)

▸ Tests

▸ Reports

▸ Instructional Resources

▸ Management

▸ My Settings

▸ Additional Help

Welcome, Lane Admin!

## Messages

No New Messages

## Recent Activity

[Administrative Actions](#) (New)

[Back to top](#)



# Data-Based Decision Making

- Acuity
- Learning Styles Inventory
- REWARDS
- Lexiles
- DIBELS
- Six-Minute Fluency





# Brain Based Research



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# Family and School Community Partnerships

- I-STEP Review Nights
- ROCKS (Administrative Assistant)
- Parent Volunteer
- ARC (Case Manager)
- Special Ed. Tutoring



# Family and School Community Partnerships



## Lane After School Clubs Information

### Lane Middle School

4801 Vance Avenue  
Parkville, MO 64116  
(816) 437-1483

Jennifer Kelle, Principal  
Vince Mayne, Assistant Principal



## Extra Curricular Clubs

### Spell Bowl

#### SCHEDULE

**Mondays and  
Tuesdays**

**3:30 – 4:00**

Sometimes on Fridays & Saturdays (at  
competition gets closer)

#### Important dates

Tues., Sept. 14 3:30 – 4:00 – Memorial  
Park Middle School (Schnitzmeyer)

Travel by Lane students. Parents (if)  
COURAGED TO ATTEND.

**Regional Competition**  
October 26, 6:00 PM,

Indian Springs Middle School, Clinton,  
Mo City, IN

Transportation by parent/teacher

7th & 8th grade students see

Mrs. Allen, Lang, Arts Teacher



Language Club

Are you interested in  
learning sign language?

Come join us!

**Wednesdays**

**2:40-3:15 (car riders)**

**2:40-4:00 (bus riders)**

**Room 104**

**Ms. Benitz**

## Keyboarding Skills

Help!

Want to learn to use  
a computer more ef-  
fectively?

See Mr. Edgar in  
room 206 2:40-3:45  
on Mondays &  
Wednesdays



**Lane Vikings are Responsible, Respectful and Ready**



**Ready, Respectful, Responsible**

# Family and School Community Partnerships

## Language Arts Academic Team

### MEETINGS

First meeting will be held on November  
2nd 2:00 - 4:00

Theme: Culture and its Influence  
on the World

We will read and study the following:

- Norse Mythology
- Norse Mythology Pages
- Literary Term: Application in Poetry and Poetry
- Read the novel The Graveyard Book and the Widow's Son

Lane books regional at NORTHERN  
High School May 2nd

We have FUD learning with our team  
members and competing to show off  
how smart we are!!



6th, 7th & 8th grade  
students see  
Mrs. Allen, Language  
Arts Teacher

## Lane Middle School

### Chess/Checkers

The Chess /  
Checkers  
Club meets  
on Wednes-  
days 2:40-  
3:20 in room  
130 with Mrs.  
Bowlin.



### German

Wednesday- Room 140  
at 2:40 to 3:15 with  
Mr. Lutz



## Japan Club

The Japan Club meets on  
Wednesdays 2:40-3:45 in  
room 124 with Mrs. Red-  
master. Students learn  
about the rich culture of  
Japan and an appreciation  
for Asian culture and art.



## Book Club



If you enjoy reading novels  
and sharing what you love  
about reading join the book  
club.

Meet with Mrs. Bordner on  
Wednesdays in the media  
center 2:40-3:45.

## Lane Middle School

4801 Vance Avenue  
Portland, OR 97218  
(503) 487-4600

Jennifer Janda, Principal  
Christina Murphy, Assistant  
Principal











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# Family and School Community Partnerships

Eraser		2
Pencil		2
Lane Viking Pencil		3
Positive Phone Call <small>From a teacher or administrator of your choice</small>		6
Folder		7
Notebook		8
Paper		10
Lunch with a friend on stage <small>(Students may combine gold stamps.)</small>		20



# Brain Based Research



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# Leadership

## EXPECTATIONS OF ALL STAFF

- comply with district/school mission & vision
- provide safe & orderly environment
- Set climate of HIGH EXPECTATIONS
- Require implementation of BEST PRACTICES
  - BBR
  - DI



# Leadership

## Correlates of Effective School

- School reform and leadership have a research base
- Strong Instructional Leadership
- Opportunity to Teach and Student Time on Task
- Frequent monitoring of student progress





# Leadership

# FINAO

Failure Is Not An Option!



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# Leadership

Now, what's your perspective?...  
Has it changed?



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# THANK YOU!

Lane Middle School  
4901 Vance Ave  
Fort Wayne, IN 46815  
260-467-4400  
Jennifer Mable, Principal



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